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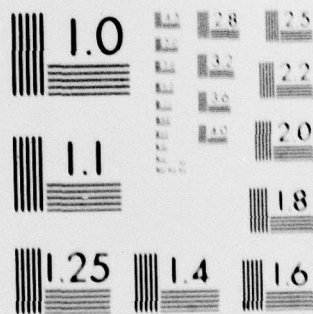
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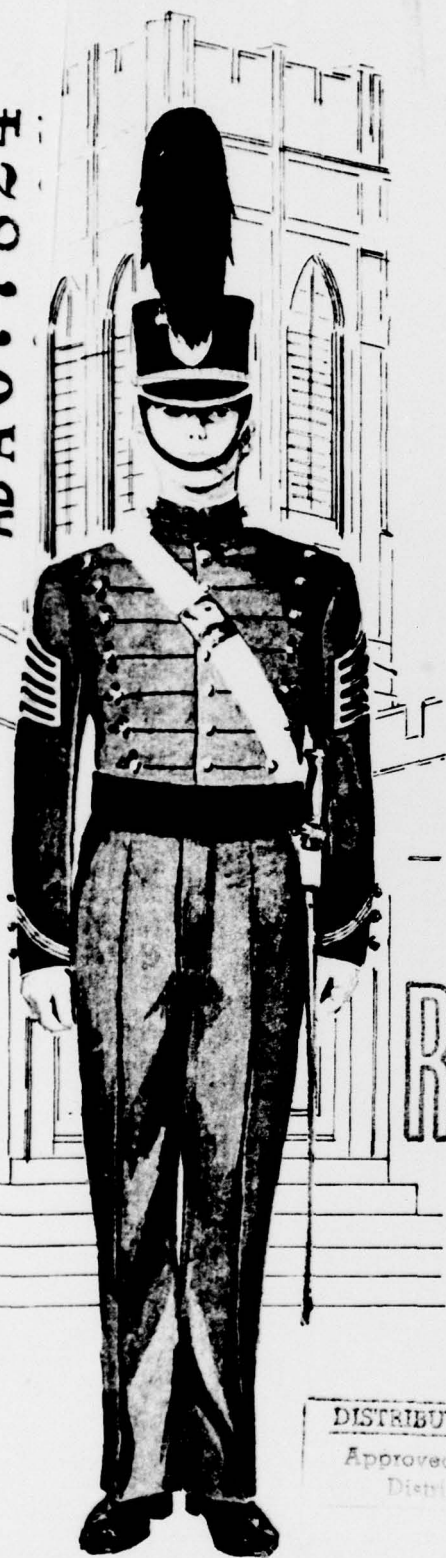
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VALUES, PERSONALITY, AND COMMITMENT  
(A Research Note)

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ABSTRACT

This report presents data on the relations between the Scott Value Scales, the California Psychological Inventory, the Porter Organizational Commitment Scale, and several measures of motivation in a sample of West Point cadets.

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## VALUES, PERSONALITY, AND COMMITMENT

1. Scott's Value Scales were administered to the Class of 1976 in August of 1974 in support of a larger project on values, leadership and organizational process (see Scott, 1965, for a description of the scales). At the time, cadets were committed to five years of obligated service, and had completed two years of academic and summer training. On 15 May 1975, preliminary data on the reliability and the mission-relevance of the Scott Value Scales were presented. An early analysis showed how the Scott Value Scales related to sex-role attitudes of cadets in August 1975, before the admission of women cadets (Priest, 1976). In Reorganization Week 1975, about half of the cadets took the California Psychological Inventory, as part of a project to measure changes in cadet social maturity. In addition, in Reorganization Week 1975, cadets also completed a career goals questionnaire as part of a project on the relation of career commitment and attrition.

2. The purpose of this technical report is to present data on the relationship of Scott Value Scores and scores on other relevant psychological inventories such as the CPI and Career Goals Scores. Such data are often presented as part of the evidence for the validity of a particular test, in manuals prepared by test publishers. Such evidence indicates the meaning and usefulness of the Scott Value Scales, and can aid in understanding how the Scott Value dimensions related to other important psychological variables. The focus is an understanding of what the Scott scores mean.

### 3. Method.

a. Subjects: 751 men in the Class of 1976 took the Scott Value Scale on 26 August 1974. There were 584 cadets who answered all 240 questions. However, at least 708 cadets answered each individual item. It was decided to retain profiles with incomplete information for further analysis.

b. Scoring: The Scott Value Scales were scored by giving a value of 1 to each "always admire" response to a direct-worded item, a 1 to each "always dislike" response on a reverse-worded item, and otherwise scale scores range from 0 to 20 (see p.249, Scott).

c. The California Psychological Inventory (CPI) was administered to 354 cadets in the 1st and 2nd regiments on 28 August 1975. After the scoring program was applied, 69 potentially faked profiles were identified and eliminated from the sample.

d. The career goals questionnaire was administered to 854 cadets on 28 August 1975. The following scores were computed:

(1) Comit - was the sum of items 1 thru 9, dealing with items which increase or decrease a person's commitment to a military career.

Scores range from 8 to 24. Scores from 8 to 16 indicate a positive commitment to a Military Career; scores from 16 to 24 indicate that the subject believes many factors decrease his commitment to a military career. The higher scores indicate lower commitment.

(2) Desire - was the sum of items 11-19, indicating the factors influencing the cadets' desire to remain at West Point. A score from 9 to 18 indicates the cadet saw a net influence of forces which "increases desire to remain." A score from 18 to 27 indicates the net influence of the perceived environmental forces was to decrease "my desire to remain." Higher scores indicate less desire to remain at West Point.

(3) Stress - designed to measure the cadets' expectations about the degree to which elements of Military Academy life are "restrictive, stressful and demanding," as opposed to "relaxed and permissive." The items refer to discipline, the honor code, physical training, demands on time, military training and New Cadet Training. High scores indicate a perception that the environment is relatively relaxed and permissive. Scores range from 7 to 35.

(4) Porter - a scale of organizational loyalty devised by Porter, Steers, Mowday, and Boulion (1974), and modified for use at West Point. The score is the sum of positively worded items minus negatively worded items. Lower scores indicate greater loyalty. Scores range from -21 to 39. In Project Athena reports, this score is rescaled so that high values indicate high commitment, and the range is positive. This is not done in this report.

(5) Intent - deals with the cadet's intention to resign voluntarily from West Point and the Army. Scores on the five items range from 1 to 29, with higher scores indicating lower interest in military career.

e. Statistics: In order to avoid misleading or confusing the reader, the following raw scale scores were transformed so that higher scores indicate positively-valued qualities: Comit, Desire, Porter, Intent, Open. The transformation was accomplished by revising the sign of the correlation between these variables and other variables in the analysis.

Product-moment correlations were used. In order to control against finding spurious relationships, the level of significance for each correlation was set at a very low level for each table, so that the joint probability of any spurious finding would be .05 for the whole table. For example, Table 1 reports 216 correlations between two inventories: by using a  $p < .0002$  for each  $r$ , there is less than a .05 chance that even one  $r$  in this table could be declared significant, spuriously.

#### 4. Results and Discussion.

##### a. Personality and Values.

(1) Table 1 shows how scores on the Scott Value Scales relate to



scores on the California Psychological Inventory. In general, the correlations might evoke the suspicion that the two inventories are measuring overlapping redundant sets of characteristics. Obviously, "values" as measured by the Scott Scales are not highly related to the kinds of personal attributes measured by the CPI. Nevertheless, there are a number of significant relationships which are logically consistent with the content of the scales; most of them are positive, suggesting that having strong values is consistent with a healthy personality, as defined by the CPI.

(2) The discussion which follows focuses on the Scott Value Scores, since they are less well-established.

(3) Intellectualism correlates significantly with Do & Re; that is, men who admire intellectual cultural and political breadth are high in dominance and responsibility. These two are somewhat surprising and indicate that "intellectualism" as a personal value is less a matter of intellectual achievement but more a matter of dominance and responsibility.

(4) Kindness correlates significantly with Re and So. Men who value helping others, being considerate, and being selfless tend to be conscientious and dependable. It is worth noting that kindness is not significantly related to making a good impression (Gi), or with self-control (Sc).

(5) Social skill correlates with So and Fx; that is, men who admire proper behavior, dress, and etiquette are high in socialization ("social maturity, integrity, and rectitude"), and low in flexibility ("deliberate...mannerly...formal...overly deferential to...custom and tradition"). An individual who values social skills is not necessarily highly responsible, not necessarily sociable, or high in social presence.

(6) Loyalty correlates significantly with Re, So, Gi, and Fx. Men who admire supporting the group they belong to in all activities tend to be psychologically inflexible ("overly deferential to custom and tradition," "guarded, mannerly, methodical, and rigid"). Being high in the loyalty value is also associated with high responsibility, social maturity, and high capacity for making a good impression. Loyalty does not relate significantly to measures of poise, ascending and interpersonal accuracy. On reflection, it appears that a better name for the loyalty scale would be "generalized loyalty to groups," since the title of the scale may suggest personal loyalty, or loyalty to a particular organization. The better qualities are highly important values in military service and to West Point in particular.

(7) As one would expect, academic achievement correlates highly with Ac, achievement via conformity. It also correlates significantly with responsibility (Re) and social maturity (So), and with psychological inflexibility (Fx). The latter relation implies that men who value getting good grades tend to lack a sense of humor. Perhaps to create an atmosphere conducive to humor, the institution should deemphasize grades.

(8) Physical development correlates with Fx; that is, men who admire being a well-developed outdoors type who enjoys physical activity tend to be low in flexibility. Personality tests are not usually designed to measure physical attributes, so it is surprising to find any significant correlations.

(9) Status correlates significantly with Do, So, more or less as one would expect on the basis of content. It is worth noting that men who place a high value on status ("leadership...respect...recognition") are not necessarily the same men who have a high capacity for status, as defined by the CPI. The latter reflects general social and educational status and communication, ability rather than formal leadership.

(10) Honesty correlates negatively with Fx, flexibility. Men who advise never cheating or lying tend to be inflexible, neat, organized, and intolerant of ambiguity. It was expected that honesty as a value would correlate with "So"--socialization ("honesty," "integrity," and "rectitude"), and the results support the hypothesis.

(11) Religiousness correlates negatively with social presence (Sp) and with flexibility; that is, men who value being religious and attending church regularly tend to be seen as "deliberate, moderate, self-restrained and simple," and also as "rigid...formal...deferential." It is interesting that religiousness as a value does not correlate with sociability or with the sense of well-being, although the latter traits might be regarded as among the benefits of strong religious faith.

(12) The Scott Value Scale for "self-control" does not correlate significantly with the CPI Scale with the same name, nor with any other CPI Scale; this is surprising, since one might have expected persons who value self-control to be high in responsibility, and socialization, as well as self-control, especially of anger. The CPI items refer to control of impulsive behavior and social introversion. However, both scales lack validity in this sample.

(13) The Scott Value Scale for "creativity" does not correlate significantly with CPI flexibility, as might have been expected, nor with any of the other CPI Scales. Since Scott reported that high creativity scores were characteristic of art majors in college (Scott, 1965, p.35), it may be that the value for creativity might better be validated against the scores of an interest inventory such as the Strong.

(14) The Scott Independence Scale does not correlate significantly with any CPI Scale, although small negative correlations between independence and Re and So are consistent with the meaning of the CPI.

(15) Socialization, responsibility and inflexibility are the CPI Scales most strongly related to the Scott Value Scales. Capacity for status, sociability, self-acceptance, sense of well-being, self-control and tolerance are not related significantly to any Scott Scale.

b. Values and Motivation: Table 2 shows the correlations between Scott Value Scores and five measures of cadet motivation. In general,



Comit, Desire, Porter, Intent, and Open are positively related measures of motivation to stay at West Point, with correlations ranging from .30 to .70. As one would expect, Loyalty correlates significantly with all five measures of organizational commitment. This pattern of correlations is consistent with the intended apparent meaning of the Scott Loyalty Scale. Honesty and status correlate significantly with three measures of organizational commitment. Since honesty and leadership development are central features of West Point's organizational press on cadets, it is consistent to find that cadets who value what West Point emphasizes report being committed to the Academy. It should be noted that most of the correlations are positive, indicating that Strong Values are associated with organizational commitment, generally.

c. Organizational Commitment and Personality. Table 3 shows selected correlations between the CPI and the five scales of cadet motivation to stay at West Point. Porter's organizational commitment scale is the most closely related to the CPI, although the Desire to remain at West Point is also a good predictor of many CPI scales. A person who is strongly committed to West Point tends to be shown on the CPI as dominant, sociable, high in self-acceptance, responsible, socially mature, tends to achieve through conformity, be intellectually efficient, and inflexible. It was surprising to find that measures of organizational commitment appear to have stronger relations to personality measures than to values. Of course, one would expect mature responsible people to commit themselves to something. It appears they have committed themselves to the organization.

d. Recommendations for Future Research. In future research with these measures, assuming one wishes to use fewer scales and less testing time, the following selections are recommended.

(1) In the use of the CPI, a shorter booklet with items from the following scales should be investigated: Do, So, Re, Gi, Ac, and Fx. These are scales which reflect personality characteristics which are related to value and organizational commitment. As Megargee (1972) notes, the 18 scales on the CPI are highly redundant. The validity of these particular scales should be measured, also, by their ability to predict military effectiveness.

(2) In the use of the Scott Value Scales, self-control, creativity, and independence are not recommended for future use. They have relatively low behavioral correlations (Scott, 1965, p.37), and do not relate to the CPI or to measures of organizational commitment. Fewer items can be used with the nine remaining scales: reliabilities are only slightly lower.

(3) Porter's Organizational Commitment Scale seems to have a rich network of associations with other psychological variables, and is recommended for further study.

5. Conclusions: Values of cadets, as measured by the Scott Scales, are related moderately strongly to their personality scores on the CPI, and

on five measures of career motivation and organizational commitment. Thus, the Scott Value Scales appear to be meaningful suggestions for future use of these scales at USMA, as noted.

TABLE 1

## CORRELATIONS BETWEEN THE CPI AND THE SCOTT VALUE SCALES

CPI	Intellec- tualism	Kindness	Social Skill	Loyalty	Academic Achieve- ment	Physical Develop- ment	Status	Honesty	Pelli- giousness	Self- Control	Crea- tivity	Inde- pendence
Do	29	05	13	12	15	21	23	10	01	-09	15	-03
Cs	11	-05	06	02	09	03	05	03	-02	-10	10	-02
Sy	16	02	10	12	14	13	18	11	-04	-02	09	-05
Sp	-01	-16	-11	-08	-07	-02	-01	-16	-24	-16	05	-04
Sa	10	-03	-00	-05	02	05	10	03	-14	-10	08	-00
Wb	08	06	10	07	09	08	11	05	02	-01	09	-05
Pe	29	28	18	25	28	20	14	21	22	09	07	-15
So	17	23	25	25	24	18	24	24	15	09	07	-15
Sc	04	13	13	15	15	08	02	19	21	15	-01	-07
Tol	12	11	06	08	09	08	02	06	11	08	02	-12
Gi	15	16	20	24	17	17	12	21	20	14	12	03
Cm	13	15	14	12	16	10	16	13	05	-00	03	-14
Ac	21	16	22	24	27	21	19	22	08	02	02	-21
Al	12	09	01	-02	09	-00	-07	01	-02	02	03	-10
Ie	21	11	11	13	16	13	11	10	03	04	12	-08
Py	06	08	00	-01	09	-02	-07	06	01	-02	10	00
Fx	-19	-19	-26	-34	-26	-34	-22	-30	-27	-12	-01	-06
Fe	-06	02	-01	-06	-03	-07	00	-03	02	-05	-11	-14

Notes: Decimal points omitted. Also, if  $r \geq .235$ ,  $p = .0002$ .



TABLE 2

## CORRELATIONS BETWEEN SCOTT VALUE SCALES AND CADET MOTIVATION

<u>Scott Scale</u>	Motivation				
	<u>Comit</u>	<u>Desire</u>	<u>Porter</u>	<u>Intent</u>	<u>Open</u>
Intellectualism	12	22	14	06	06
Kindness	02	12	04	01	00
Social Skill	11	23	23	13	10
Loyalty	18	25	25	15	15
Academic Achievement	11	24	22	11	10
Physical Development	10	20	14	08	08
Status	16	22	20	14	12
Honesty	12	21	22	15	13
Religiousness	07	15	11	07	11
Self-control	04	05	07	08	09
Creativity	02	04	04	00	02
Independence	-09	-14	-19	-08	-12

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NOTES: Minimum N for this table is 596.

$p < 0002$ .

Decimal points omitted.

TABLE 3

## CORRELATIONS BETWEEN SELECTED CPI SCALES AND CADET MOTIVATION SCALES

	<u>Comit</u>	<u>Desire</u>	<u>Porter</u>	<u>Intent</u>	<u>Open</u>
Do	22	23*	29*	16	09
Sy	21	26*	31*	18	15
Sa	11	21	23*	10	05
Re	12	33*	37*	20	18
So	11	26*	30*	21	14
Cm	11	23*	25*	10	05
Ac	16	32*	42*	16	17
Ie	12	20	25*	15	08
Fx	-09	-21	-28*	-22	-14

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\*p < .0002

NOTES: When all correlations for a CPI Scale were below .23, the entire scale is omitted from this report. N ≥ 267.

Decimal points omitted.

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